















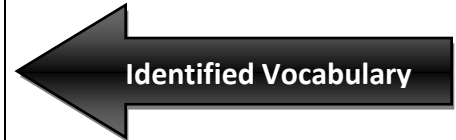















Standards		Lessons	Teacher Notes
<b>Learning Targets for each Key Standard reflect the benchmark that students must learn during that grading period.</b>			
<b>4.NBT.1 - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</b>  <b>Learning Target:</b> I can explain how the value of a digit in a multi-digit whole number relates to the value of the digit to its right.	  1	<b>To address the KCAS Standards, the following should be included in instruction:</b> <b>Math Investigations:</b> <b>Unit 5</b> <ul style="list-style-type: none"> <li>1.1-1.5A</li> <li>2.1-2.6</li> <li>3.4-3.6A</li> <li>4.1-4.3</li> <li>4.4A</li> <li>4.4-4.7</li> </ul> <b>Ten Minute Math</b> <ul style="list-style-type: none"> <li>✓ Today's Number: Broken Calculator</li> <li>✓ Practicing Place Value</li> </ul> <a href="#">Number Mat C</a> <a href="#">Number Mat D</a>  <b>Unit 6</b> <ul style="list-style-type: none"> <li>1.1-1.8, 1.8A</li> <li>2.1-2.7A</li> <li>3A.1-3A.3</li> <li>3.1-3.7</li> </ul> <b>Ten Minute Math</b> <ul style="list-style-type: none"> <li>✓ Practicing Place Value</li> <li>✓ Counting Around the Class</li> </ul>	<b>KCAS Note 4.NBT.1:</b> To meet this standard, modify the TMM Practicing Place Value and the sessions within Investigation 1. Add intentional questioning requiring students to compare values as you move right and left within a given number.  <h2 style="color: blue; text-align: center;">Unit Planning</h2>  <h2 style="color: blue; text-align: center;">LIVE SCORING OPPORTUNITY</h2>
 <b>4.NBT.2 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using &gt;, =, and &lt; symbols to record the results of comparisons.</b>  <b>Learning Target:</b>  I can read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.  I can compare two multi-digit whole numbers based on the value of the digits in each place.  I can use >, =, and < symbols to record my comparisons of two multi-digit whole numbers.	 2		
<b>4.NBT.3 - Use place value understanding to round multi-digit whole numbers to any place.</b>  <b>Learning Target:</b> I can use what I know about place value to round multi-digit whole numbers to any place.	 1		
 <b>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</b>  <b>Learning Target:</b>  I can fluently add and subtract multi-digit whole numbers using the standard algorithm.	 2	<b>GAP LESSON</b>  <b>4.NF.5</b> <a href="#">Sums of 1</a>	<b>KCAS Note 4.NBT.2:</b> To meet this standard, modify TMM Today's Number and Practicing Place Value. Be intentional about having students write numbers using base-ten numerals, number names, and expanded form daily.
 <b>4.NF.1 - Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</b>  <b>Learning Target:</b>  I can compare and contrast pictures representing equivalent fractions.  I can identify and create equivalent fractions.	  2	<b>Vocabulary</b> place value, greater than, less than, equal to, comparisons, compare, round, partition, fraction, unit fraction, equivalent, denominator, numerator, benchmark fraction  <a href="http://www.amathsdictionaryforkids.com/">http://www.amathsdictionaryforkids.com/</a>	

\*Standard Progression/Investigations Alignment Strength

<p><b>4.NF.5 - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</b></p> <p><b>Learning Target:</b>  I can express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100.  I can add two fractions when one of the fractions has a denominator of 10 and the other has a denominator of 100.</p>	   1		<p><b>KCAS Note 4.NF.5:</b> When working with decimals, have students record the equivalent fractions.</p>
<p> <b>4.NF.6 - Use decimal notation for fractions with denominators 10 or 100.</b></p> <p><b>Learning Target:</b>   I can write a fraction with a denominator of 10 or 100 as a decimal.</p>	   1		<p><b>KCAS Note 4.NF.6</b> Teacher should be intentional about asking students to write the decimals as a fraction.</p>
<p> <b>4.NF.7 - Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model</b></p> <p><b>Learning Target:</b>   I can compare two decimals to hundredths by reasoning about their size.   I can recognize that comparisons of decimals are valid only when they refer to the same whole.   I can use <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record my comparisons of two fractions and justify my conclusions.</p>	     1		<p><b>KCAS Note 4.NF.7:</b> When addressing this standard, add the following question to assess students understanding of the standard.</p> <ul style="list-style-type: none"> <li>How do you know that comparisons of decimals are valid only when they refer to the same whole? (10x10 grid)</li> </ul>
<p><b>Continued Focus:</b>  <b>4.MD.2:</b> I can use addition and subtraction to solve word problems involving distances with whole numbers.  I can use addition and subtraction to solve word problems involving money with whole numbers and decimals.  <b>4.MD.4:</b> I can make a line plot that displays measurements.  I can solve problems using addition and subtraction of whole numbers using information from a line plot.</p>	   2		